

GUIDING  
IN  
COLLEGES  
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# GUIDING IN COLLEGES AND SCHOOLS

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## THREE POINTS OF VIEW

THE DESIRABILITY of a Brownie pack or Guide company and a Ranger or Cadet company in a School or College may be looked at from three points of view, those of

The **parents**, who want :

- to allow their children to enjoy the fun of Guiding ;
- to give them an extra incentive to discipline, courtesy, and general usefulness ; and, in the case of Cadets, a definite training in democratic principle and practice,
- to give them sensible occupations and contentment with simple and inexpensive pleasures.

The **children**, who want :

- to follow a leader ;
- to join a band in search of fun and adventure ;
- to do things for themselves—to dare, to lead, to plan ;
- to satisfy a dimly felt but vital urge to serve their fellows and their country.

The **Girl Guides Association**, which wants :

- to welcome girls into a world-wide Movement ;
- to enlist the help of girls who have enjoyed the activities and companionship of Guiding in sharing what they value with a wider circle of children.



## MAINLY FOR HEADMISTRESSES

THE EXISTENCE of over 1,400 companies and packs in colleges and schools throughout Great Britain shows that in the lives of those girls who are unable to join open companies while they are being educated Guiding fills a definite need in spite of the fact that the traditions and training of the colleges and schools seem to coincide with those of Guiding. In fact it is often just because the tone of the school encourages its members to grow up as good citizens that they are eager to devote some of their leisure time to the practical training that Guiding provides. And there is no doubt that the sense of belonging to a world-wide Movement has an appeal of its own more especially cogent for the better educated girl. If school companies succeed, and by their enthusiasm inspire girls to become Guiders the Movement will get more of the right leaders for whom children are waiting throughout the world.

It is unnecessary to describe the qualifications needed for that leadership, but the fact needs to be faced that the supply of the best type of leader is not keeping pace with the still-growing demand. But, if Guiding at school is dull or if there is any compulsion attached to it, the interest of the girls will either not be awakened, or be short-lived. "I was fed up with Guiding at school, and don't want to have any more to do with it" is heard all too often. If those who are getting an education that fits them for leadership should fail to respond to that call the work of the Association might be seriously impeded.

It is because Guiding is essentially a personal affair that leadership counts for so much, but while we are anxious for the help and co-operation of each coming generation in supplying leaders, we believe that Guiding has as much to give as it has to receive from every individual, whatsoever her privileges or responsibilities.

When asked why the company was formed, schools give many answers :

- To provide a valuable out-of-school activity ;
- To help in the training of character ;
- To provide girls with a definite avenue of service when they leave school ;
- To give girls the opportunity for leadership which they might not otherwise obtain.

These reasons will hold good for many years to come, but the



developments of modern schools and the general faster tempo of life calls for a greater intellectual response on the part of Guiders and Commissioners. It is realised that nothing short of a first-rate company can attract and hold the interest of the children or achieve results which justify the demands made on the time of everyone.

This calls for a high standard from the Guider. Guide training applies equally to the mind, body and spirit, and a company which may be technically expert with irreproachable signalling and drill, etc., may yet lack the spirit of Guiding, and its influence now and in the future be negligible. In the right hands the Guide company or Brownie pack makes as wide an appeal as ever and is as fruitful in its results.

It is certain that our aims cannot be achieved unless the girls are enthusiastic about Guiding. No Cadet or Ranger can make a success as a Commissioner or Guider in days to come if her imagination has not been quickened by the desire to prepare for service as well as by happy memories of her own Brownie and Guide life.

Headmistresses may justifiably feel that their school provides practically the same background to the child's life as Guiding does yet still encourage Brownies and Guides in the school as a source of supply to the Cadet company and a field in which it may get its practice. For there can be no doubt at all that training colleges and those day and boarding schools in which there is a sufficiency of girls of 18, provide the best possible milieu for Cadet companies. Cadets are girls who have realised that Guiding is a valuable preparation for life and want to share the stimulus it has brought them with other children when their own education is finished. In the Cadet company they can deepen and widen their knowledge of Guide methods and learn how to pass it on, how to run a company or pack and all the adult approach to the standards set up by the Guide Promise and Law.

The broad outline of the Cadet programme will be found elsewhere in this book, but since it is a highly specialised branch of the Movement, reference will have to be made to the Cadet Guiders' Handbook for further details.

Children take to Guiding like ducks to water, but are not as fortunate as ducks who find no scarcity of water in these islands. Everywhere children have to be denied the joys of Guiding as there are not enough Guiders to go round. Headmistresses have inspired girls with high ideals and have helped them to become reliable and efficient members of society, therefore the Association now makes a special appeal to them to give such girls as desire the opportunity

of Cadet Training, even though it seems difficult to find time for such activities.

The place of Rangers in these schools and colleges is not so well defined, and it is obvious that they should never take the place of Cadets where the school is sending out potential leaders of the future generations. On the other hand, a girl who has been a Guide or one who at a later age is attracted by the Guide ideals may not necessarily feel that when she is grown-up, Guiding is the form of social service she will choose. The Ranger company will keep her in touch with the Movement and she may later on give valuable service in it in some capacity other than that of Captain or Brown Owl. In the Ranger company she is kept as an active member of a world-wide organisation, she gets more opportunities for international friendships and camping abroad and a more specialised training in civics and the health services than it is perhaps possible to include in the regular school syllabus.

It will be understood from these outlines that it is not possible to have a company where some girls are Cadets and some Rangers, as the two syllabuses are entirely different in approach and divergent in matter.

#### GUIDERS OF SCHOOL COMPANIES

Any Headmistress who has not had much practical experience of Guiding will find it most helpful to consult the District Commissioner who will be only too glad to advise her as to the type of woman most likely to be successful as a Guider. Brownies, Guides, Rangers and Cadets need different personalities in their leaders as well as different qualifications.

Many experienced Headmistresses and Commissioners feel that there is much to be said for the outside Guider, who brings fresh interest into a school company, and that this is an advantage which outweighs the disadvantage of her not belonging to the staff. She must be a Guider who is prepared to look at things from the school point of view. The Commissioner is keenly alive to the fact that Guiding is only part of the life of a school and that school arrangements take precedence over Guide plans. She would make it clear to an outside Guider that the company should not be expected to attend a rally if that were to coincide with a school function, and that individual members of a company should feel that their first loyalty was to the school in the event of having to decide between taking part in a school activity, such as a match, or attending a company meeting.



If there is no suitable "old girl" or outside Guider there may be someone on the staff who would undertake to run the company. It might be well to state here that Physical Training mistresses do not necessarily make better Guiders than Matrons or those on the academic staff. The willingness and ability of a member of staff to run the school company is better ascertained privately, and not mentioned as one of the qualifications for a school appointment if the right type of Guider is to be secured. It sometimes happens that Training College students are told that it will help them to get posts if they join the Cadet company. It is obvious that this will not necessarily ensure the trainee becoming a suitable Guider. In view of this fact any Headmistress trying to find a Guider among her staff, and finding a Cadet from a Training College company who seemed suitable, would be well advised to apply to the Principal of that Training College who would be able to put her into touch with the Cadet Guider, the only person in a position to give information as to the quality of the trainee's work as a Cadet.

#### CADET GUIDERS

It will be appreciated that the Cadet Captain holds a position in Guiding analogous to that of a lecturer at a Training College. The Headmistress would therefore be advised, before proposing any such appointment to get into touch with the Commissioner for Cadets at Girl Guide Headquarters (see last page for address). She will be able to say whether the candidate has a good enough standard of Guiding to ensure her teaching on the right lines to future Guiders. In the event of there being no suitable candidate on the teaching staff, the Commissioner for Cadets would be able to give help as to the training of the most likely person, or might suggest a visiting Guider from the neighbourhood. This Commissioner would probably welcome an invitation to come and stay at the school and meet the Cadets, or prospective Cadets and learn their special needs.

The Cadet Captain is not required to do all the training of her company and should be able to invoke the help of experts in hand-work, music, drama, and leaders of other forms of youth work. Either the Captain or Lieutenant should have had experience in running a Brownie pack.

The Captain must herself be expert in drill and ceremonial, camping and woodcraft, test work, Guide and Brownie (unless she has a good Brown Owl as Lieutenant) and company and pack management. It is a great advantage if she has lived or camped abroad as she will want to give her Cadets a vital interest in the

International side of Guiding. An efficient, versatile, imaginative woman with teaching gifts, clarity of vision and steadfastness of purpose in addition to the technical qualifications, may not be easy to find, but every Headmistress will realise that it would be quite useless, if not worse, to turn out Cadets who were not well taught with their interest quickened and their sense of social service aroused.

#### RANGER GUIDERS

The Ranger Guider as a person should have much the same qualities as a Cadet Guider, but does not need the same technical equipment. In the case of Sea or Air Rangers the Guider will need specialised knowledge, but her main object will be to interest the Rangers in cultural activities and in civic and domestic fields, so as to turn out girls who take a keen interest in the world around them, and are able to make their contribution to the welfare of the community in which they live.

Having found the right Guider, the next thing is to see that she gets as much help as possible and so remains the right Guider. A school company entails a good deal of work, and Guiding may become dull because the Guiders who are on the school staff are too busy or too tired to work out an attractive programme with the Court of Honour. It takes as much time to do this as to prepare a lesson. If a Guider can have free time on the day of the company meeting it is a great help. The programme may include such things as laying a trail or staging incidents for first-aid practice which need preparation to be effective. It is a help, too, if the school Guider can come into contact with other Guiders. This can be done at local trainings. Headmistresses would help their Guiders if they told them that they liked to see them attend local events and gave them sufficient time and opportunity to do so. Even though it may be an effort for the school Guider to give up the time to attend these, she will find much that is helpful to her in meeting other Guiders, hearing of their difficulties, and getting a view of Guiding beyond the scope of her own work. Many Guiders spare a week from their holidays to train at Foxlease or Waddow. The training itself is most valuable as well as the stimulus of getting into contact with women from all over the world who are keenly interested in Guiding.

#### THE SCHOOL GUIDE COMMITTEE

A Guide committee, meeting at most twice a term, comprised of members of the school staff and others interested in Guiding,



with the Headmistress as chairman, is of value to the company and to the Guiders. It gives the Guiders an opportunity for giving a report of the company and asking for advice and co-operation. The staff have an opportunity of stating their views, and for making suggestions or giving friendly criticism. A member of the staff may think that certain girls are neglecting their work through over-much Guiding, or there may be a difficult child whom all are trying to help. A Guider mentions that at her school the Guide meeting is at a time when there are many other calls for the Guides, and that it is they who are always expected to give way. This implied tribute to the spirit of the company affords an occasion when the Headmistress could put in a word for the Guides. A child sometimes refers to "my honour as a Guide" and the rest of the school resent the implication that "Guide honour" is a higher standard than "school honour." Both are identical; but it might be mentioned that perhaps it is natural that a Guide may refer to "her honour as a Guide," because she has taken a definite promise that her honour is to be trusted. Any such questions, and others which concern the efficiency of the company, can be usefully ventilated at the company committee. The committee meeting for such discussion will come to understand that the discipline of the company must be in the hands of the Captain and that they should refer all breaches of Guide discipline outside the company meeting to the Captain for her to deal with at her discretion. The Headmistress as chairman of the committee will give the lead in this respect by making it clear that while bad behaviour within the company is left to the Court of Honour and the Captain, bad behaviour outside the company is dealt with by the usual school methods. Members of the school staff who are not Guiders often unconsciously do a great deal of harm by joining reproofs to "I thought a Guide was not supposed to do such a thing." This may end by making the child wish she had never joined the Movement, since by doing so she has increased liability to censure. Guiding does not undertake to produce little paragons, and indeed it attracts into its circle those children who are so full of energy and initiative that they are a disturbing element in school, and so it is often true that the Guides are the naughtiest children in the school. But what Guiding does do is to give the child such a personal standard as will constantly urge her on to better behaviour and eventually turn the tide of her restless energy into the right channels.

In this connection it should be noted that the book of Policy, Organisation and Rules of the Guide Association gives no authority

for the removal of badges as a punishment, though for serious offences a Guide may be suspended or even expelled from the company after a full enquiry has been made through the usual Guide channels.

The feeling of the company committee on the efficiency of a company and its effect on the general life and tradition of the school might be of great value to the Headmistress if she has reason to think that for one cause or another the company is deteriorating. Experience over many years has now proved that there should be no hesitation over closing or suspending any company that is not running satisfactorily, either because its claims on the time of its personnel are too pressing, or because there is no suitable Guider available, or through a loss of company morale. There are, in fact, many causes which might make suspension desirable, but in the event of a school company being closed or temporarily suspended a great deal can depend on the way in which this is done. There is danger that an impression may be left in the minds of the staff, parents or girls that Guiding is a failure, and is unworthy of their future interest. If a Guide company cannot be run for the time being without risk of failure it does not necessarily imply fault on either side. The school committee can do a great deal to prevent this happening and all further danger of its doing so can be averted if the Headmistress explains the position to the school as a whole. In the event of this situation arising, the Commissioner would, of course, be consulted and made aware of all the facts of the case.

#### TIME

The time given to Guiding in schools varies considerably, but the ideal to be aimed at is not less than 1½ hours per week with occasional extra time for hikes and week-end camps. As far as possible this should come in the time when non-Guides are free to follow their hobbies. Both the school games and the Guide companies suffer when they are offered as alternatives, since their appeal is to the same type of girl.

#### MEMBERSHIP

Membership of a Guide company is voluntary, and a girl should not have to join because those in certain forms are expected to do so. For the girl of Guide age it is extremely difficult to stand out against the majority, and great care should be taken to ensure there being no moral persuasion of this kind that might bring a girl into the Movement against her own better judgment or desire.



In some schools those wishing to be Guides or Brownies apply for membership to the Guide Court of Honour, membership being a privilege to be earned. In others it is felt that during a child's first term she is confronted with so many activities and is living in such a new environment that it is better for her not to join the Guides until after her first year. In some of the big day-schools a large number belong to outside companies and are transferred to the school company as vacancies occur. In every company a child attends several meetings before deciding if she wishes to be enrolled, and the company is reminded from time to time that membership is voluntary, and that if a Guide wishes to leave either for a time or for good, she is free to do so. Some schools with voluntary applications for membership have compulsory attendances, but it is a great advantage if matters such as non-attendance at meetings can be left to the Guider to deal with, in conjunction with the Court of Honour as in open companies.

When children remain at the same school for several years there is always a danger of staleness, if they stay in the company or pack all the time. If they join as Brownies while in the lower school, become Guides and in due course Rangers and/or Cadets, it means ten years or so of Guiding with practically the same Guiders and Guides, and this often results in boredom and staleness. If a Brownie does not want to become a Guide no pressure should be used. If a Guide feels she is getting slack or that Guiding no longer appeals to her she should be allowed to resign easily and naturally, as she would from any other school activity, or from an open company. If a Guide is made to stay in the company after she has lost interest great harm is done; these are generally the girls who will have nothing to do with Guiding after leaving school.

#### EXAMINATIONS

During the year or so in which girls are working for public examinations, some Headmistresses find it desirable for the candidates to drop their Guide meetings. These Guides are allowed to attend one meeting in the term, and to go to rallies and camps. Younger girls in the company then learn to shoulder responsibility by taking the place of the older Patrol Leaders. This rest is often advisable from the Guide point of view as well, and prevents a girl from remaining in the company through a mistaken sense of loyalty at an age when interests are most conflicting. It gives her a pause when she needs all her time for her work, and opportunity for thinking out afresh her own attitude towards Guiding. At sixteen

as a Cadet she can learn about the various branches of the Movement and look at Guiding from the point of view of someone wishing for further service in the Movement or as a Ranger learn about her civic responsibilities and find opportunities for friendships and exchange of visits with her contemporaries in other lands.

#### OUT-OF-DOOR WORK

Wherever possible companies should meet out of doors. There may be difficulties, but the company that meets inside the school walls week after week is not getting the best out of Guiding which is essentially an outdoor activity with an emphasis laid on what is called woodcraft which has been defined as learning how to be at home out of doors. From the time when as a Brownie the girl first learns to use her eyes and her ears and to be observant of the life around her, she is discovering her own powers and learning to fend for herself. Her senses are trained; she acquires skill through using her hands; she learns to be independent, resourceful and equable in temper. She accepts responsibility for her own health, endeavouring to reach a high standard of fitness. Thus she develops an alert and observant mind, a strong and disciplined body and an adventurous spirit, all of which make for happiness in any sphere of activity. All this outdoor work is what appeals most in Guiding and to deprive the school company of this is to take away a vital part of the training, and a part that is perhaps even more important to a girl who is absorbing a good deal of theoretical knowledge through her more advanced education than to a child who is leading a more practical life. The secondary or boarding school girl, who has little opportunity of working with her hands, of learning rhythmic and co-ordinated movements and of forming judgments such as the child has who is learning to help her mother at home, finds in camp just those opportunities which are so very important for her fuller development. There is no doubt that the most successful school companies are those which specialize in out-of-door activities. It will be seen from the sections dealing with Cadets and Rangers that camping is an essential part of their training.

#### RELATIONS WITH THE COMMISSIONER

It has already been suggested that the co-operation of the District Commissioner might be sought on the question of the choice of a Guider for the school company or pack. But it is hoped that the Headmistress will allow the Commissioner to help her also



in such matters as obtaining outside speakers or specialists and in making arrangements for training and camping. The Commissioner will naturally hope to be kept informed of the company doings and of any change taking place or contemplated in its life and organisation.

The Commissioner will especially value the advice of the Headmistress when the time comes for the Guides to leave school. It is a great help to know if a girl will be too much occupied with further training or other work to continue Guiding for the present or whether it is the right moment to try to enlist her aid. In the case of a Cadet the Headmistress will have very important information to give the Commissioner about the girl's character, qualities of leadership, of organisation, and of her powers of discipline. Facts of this kind will have a special value if some time has to elapse before the girl can take up active Guiding again.

It is part of the work of a Commissioner to visit all companies in her area every year. Only by doing this can she see their progress and compare them so that the general level is constantly being raised, and the Headmistress can help by making her feel she is welcome to visit the school company also. It is not only an inspection but an opportunity to pass round new games and ideas from one company to another. She will probably be able to give the company interesting news of other Guides at home and abroad. It is also the moment when the Headmistress or the Guider can bring forward ideas for adjustment and discuss difficulties.

While they often have as much to give as they have to get from these periodical visits, school companies miss a great deal if they are not regularly visited, as they are generally less able than open companies to meet the rest of the County.

It is helpful if the Headmistress can find time to talk over with the Commissioner the progress and requirements of the company realising that the Commissioner is anxious for the company to do honour to the school, no less than to the Guide Movement.

#### OUTSIDE CONTACTS

The School company or pack is always welcomed at District, Division and County events. The Guides themselves feel that they gain a great deal by meeting other companies and welcome such opportunities to do so. It enables them to see Guiding as a world-wide movement embracing all types, ages and nationalities. When they go to a rally they come back with fresh enthusiasm and a keen

appreciation of the achievements of other companies and packs with different opportunities. While the difficulties of boarding schools over the risk of infection is understood it is suggested that sometimes Headmistresses might feel this is a risk worth taking in view of the undoubted advantages that accrue from doing so.

#### INTERNATIONAL CONTACTS

A Headmistress can see that the International side of Guiding is kept to the fore. There is scope for schools to do more in this direction. The "Post Box" is useful for getting into touch with Guides of other countries. Letters to foreign Guides can be a means of making the French or German lessons more interesting as well as of enlarging youthful horizons and of making foreign contacts. *The Council Fire* is a quarterly periodical of international interest and some schools use its French, German and Spanish articles for translations during lessons. International camps are held at regular intervals in peace time and besides being most enjoyable they are of great educational value and as such are worthy of more attention from schools.

There is now a scheme in action for promoting friendships between companies here and abroad. To become an International Friendship company its members must widen their knowledge about their own country, its traditions and cultural wealth and other details that would interest the foreign country, in which they hope to find Guide friends. At the same time they learn as much as they can about that country including everyday phrases in its language with a view to visiting it later on. Further details of this scheme can be had from Girl Guide Headquarters (address on last page of this book). It is only necessary to add here that to qualify to become an International Friendship company the British company must have a high standard of Guiding and be proficient in camping, since they hope to be ambassadors of British Guiding abroad.

Cadet and Ranger companies will obviously be the most suitable for this scheme as they will have had special training along these lines in their programmes, but Guide companies will also be able to qualify, and school Guide companies will, by reason of their educational advantages, find it easier than open companies to reach the required standard.

The World Association of Girl Guides and Girl Scouts has a meeting place in Our Chalet at Adelboden in Switzerland, which in peace time is open winter and summer. Any company



can book rooms and be sure of taking part with very little expense attached, in mountain excursions or winter sports with girls of other nationalities.

#### WHAT COLLEGES AND SCHOOLS HAVE DONE FOR GUIDING

During the 36 years in which Guiding has been carried on, many of its special features have found their way into school programmes and it may be asked whether there is still any need for it in schools. Certainly handcrafts, nature study, debating societies, folk-dancing, and singing, physical exercises, local knowledge and even camping have become recognised school activities, but it may be claimed that Guiding which is a unique combination of these and other elements still offers a contribution to the business of living as distinct from the business of learning. This, as has already been stated, is especially true of the training given through hikes and camps.

Guiding is useful in schools inasmuch as it gives to a girl, not otherwise outstanding, a training in leadership with a small group, which will help to make her the responsible person the school needs and wants to send out into the world. The routine of all boarding and most high schools makes it difficult for members of the school to join open companies, and, unless the school provides a company within its timetable, girls who are having the advantages of an education that should fit them for subsequent service to the community through the Guide Association would, during their formative years, be cut off from contact with it, and from the inspiration Guiding brings.

The support of many Headmistresses who believe in Guiding, and the high standard their companies are able to reach are a source of inspiration and help to Guiding as a whole. There is a steady flow of girls into the Movement; the number could be increased were there more leaders available, but it is significant that at least ten per cent. of all warrants issued in one year by Imperial Headquarters were given to Guiders and Commissioners who had been in school or college companies. We know that there are also very large numbers of Guides trained in school companies who help the Association in other ways in many parts of the world.

Many of the pioneers of Guiding in England were Headmistresses and the Movement owes a debt to them for their leadership, their wise counsel and their inspiration. Without their help the advance of Guiding would have been far slower and more uncertain.

Many of our keenest Commissioners owe their love of Guiding to the pioneer companies in schools. The standard of the years gone by is the one the Movement hopes to maintain and improve upon. With this thought in mind we would ask Headmistresses of these pioneer schools, as well as those where Guiding is more recent, to examine anew the workings of their companies and in the light of the past to make sure that the springs of Guiding—outdoor activities, service, adventure and fun—are still flowing with the same freshness, though possibly in new directions.



## MAINLY FOR GUIDERS

THE AIMS AND IDEALS of Guiding are so vast and so full of possibilities that it is somewhat disconcerting to endeavour to portray "so great a world within so small a compass."

The endeavour to do so much, to aim so high and yet to welcome every girl into the Movement, brings us up against the difference which often exists between theory and practice. A discrepancy between ideals and achievements is inevitable so long as membership is open to all. The Founder of Scouting and Guiding challenged us to admit all who want to join, and to help every girl to be just a little fitter, a little more truthful, a little more loyal, and a little happier through being a Guide.

In schools there should be better opportunities than elsewhere to get nearer to these ideals. With a good social background and good opportunities for education and training, the Guide company should be able to concentrate on preparation for a well balanced life. A Guide company in a school should automatically result in a supply of leaders, though only the Cadets are specifically aiming at this result.

### THE SCHOOL GUIDER

Broadly speaking there are two categories of school Guiders, those experienced in Guiding but not in schools, and those who are members of the staff but without much or any Guiding experience. The first will find that many problems are unexpectedly like those of open companies. It will be necessary to follow the routine and traditions of the school and to see that the company is run in accordance with them. Study of the children and their needs will help the Guider to decide the type of meetings required, and will probably show that less emphasis needs to be laid on drill and on training in quickness of eye and mind, and more on improvisation and housecraft; less on team games and more on hiking. Botany and biology will probably be in the school curriculum and therefore more time can be given to the less stereotyped forms of woodcraft.

A member of the staff will find it almost essential to have practical experience of some other companies before becoming a Captain or Lieutenant not only so as to obtain the training, but so as to know exactly what does happen at meetings. Without this experience she will find it difficult to help her Guides to get a sense of comradeship, to get away from school atmosphere, and to visualise

what is needed should they mean to do Guide work in the future. A visit to Foxlease or Waddow either before taking on the company or shortly after, will be very valuable.

The school Guider will have many people to please, the Headmistress, the staff, the Guide Commissioner, and the Guides. She will need commonsense and understanding in dealing with the problems which arise and in judging points which affect either the school or the principles of Guiding; she should never allow non-essentials to interfere with the smooth running of the company and its relations with the school. The attitude of the staff towards Guiding will largely depend upon her. Guiders must realise that Guiding is only one of many activities, and that it is unreasonable to expect it to occupy more than its share of the time-table, and on the other hand Guiders can ask the other members of the school staff to be sympathetic towards Guiding and to give the company every chance.

### TOO MUCH GUIDING

If, as occasionally happens, an over-enthusiastic Guide is neglecting her work, the Captain should explain that school work must come first in term time, and that she is not much of a Guide if she "skimps her prep" in order to have more time to work for badges. In a day-school company the Guiders should not take up the time that should be devoted to home work. School fixtures, too, come before Guide activities—for example, if a Patrol Leader is wanted to play in a match on the day when there is a District Patrol Leaders' hike, the match, without question, comes first.

A Guider should watch her Guides and if she sees one of them losing interest she should find out the reason; membership in the company is entirely voluntary, and if the girl is really bored with Guiding, she should be allowed to give it up.

As a girl works her way up the school, there will be many claims on her time and interest. Though some girls are strong enough to do everything that comes in their way, others will feel overburdened. It may be that Guide meetings take place at the same time as games, and if a Guide is in the cricket eleven or tennis team she should be practising rather than attending Guide meetings. The Guider should see that if there must be a choice between Guiding and other activities, it should be a free choice. Guiding is the ultimate loser if a child feels that had she not yielded to the persuasion of her Guider, she might have distinguished herself at some pursuit and brought credit to herself or her house.



Cadets, however, must be prepared to attend meetings regularly and, in their second year, to help with companies and packs as well. As they are usually busy people holding offices in the school this must be made clear to them at the start and with the full consent of their Headmistress, they may have to make a choice between Guiding and some other activity, such as representing their house or school in matches. This necessity will help them at the outset to realise that they are undertaking a form of social service which must cost them something, as does all service worthy of the name.

The school Guider has two people to help her—the Headmistress and the Commissioner. The Headmistress will be able to help with those questions relating to character, training, leadership, and the giving of responsibility, and the Commissioner with matters which concern Guiding. The Commissioner, knowing the school Guider to be a busy person, may be diffident in seeking her soout, the Guider should always write to her Commissioner or go and see her when she would like help or advice. The help that other members of the school staff can give the Guider has already been outlined in the section of this book which deals with the School Guide Committee.

As has been said, the patrol system is not *one* of the ways to run a Guide company, it is the *only* way. The patrol system inculcates the team spirit, and this contributes to the development of self-discipline and unselfishness.

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The patrol system is designed for girls of Guide age because they are at what McDougal calls the "gang stage" of development. At 16 a girl's individuality is so far developed that this is no longer the most suitable plan of work, and the company council with its training for civic life becomes the medium for the organisation of Ranger and Cadet companies. The patrol system must be thoroughly understood by Cadets, and they may prefer to use it entirely in order to become conversant with it, or what is still better it may be used for everything except discussing questions of policy and programme planning. But a Ranger company will probably prefer to discard it entirely, just retaining the patrol as a unit for playing games. The company council gives the older girl training in public speaking and debate, which she needs to fit her for adult life.

Although the tests are the same for all Guides, the needs of school companies are rather different from those of open companies. Many of the aims of the Guide Movement are already being achieved by the school training ; when work included in the school curriculum is touched upon in the company, it should be dealt with in a different way. Drills need not figure frequently on the programme, but the Guides will find it fun to drill each other in patrols ; this will give them confidence and will be a good training for them if they eventually become Guiders.

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The meeting should sometimes be run entirely by the Leaders, the Guiders taking part as ordinary members of a patrol.

The Ranger programme can include almost anything which interests the Rangers which will help to make them better citizens and more fully developed people. Private and public health, first aid and emergency work, child welfare and the domestic crafts, should be kept prominent. Interest should be stimulated in the Arts, outdoor activities encouraged, debating practised and the sense of being a responsible member of the community developed in girls who will soon be old enough to record their local and parliamentary votes. Drill will be included both for its disciplinary value and also so that Rangers may take their part with dignity in civic functions and in youth gatherings of other kinds. Rangers find a special delight in overnight hiking and light-weight camping of all sorts. In addition to the general programme there are specialised syllabuses for Sea and Air Rangers, which though rather more suitable for open companies may through circumstances of the situation for the school have a particular appeal to it.

The Cadet programme must follow Guide lines, but all on a teaching basis with plenty of practice work included. Cadets should be encouraged to become specialists in those parts of Guide training which appeal to them particularly. Every Cadet must be trained in camping and should aim at earning one or more of the proficiency badges that come under that section of Guiding.

For both Cadets and Rangers the International side of Guiding should have a special interest and they should aim at camping abroad and at entertaining foreign Guides and Rangers in their camps at home.

In her second year in the company a Cadet should be given experience in Guide companies and Brownie packs. If the exigencies of work, or the necessity of observing quarantine do not permit this essential part of her training being given during term time, the Guider with the help of the Commissioner must see that opportunities are provided during the holidays. But this is obviously a second best method, and the Guider should invoke the aid of Headmistress and Commissioner in trying to provide this experience as a regular part of the Cadet programme. Without it a Cadet company cannot be considered as giving full training. (For further information, see the Cadet Guiders' Handbook.)

## SPECIAL ACTIVITIES

Enquiries among school companies show the following favourite varieties of the usual activities :

*Woodcraft*—Nature lore, stalking and tracking, taking plaster casts of tracks, collection of plants, feathers, drawings of flowers, smoke-prints of leaves, fire-lighting, hike-cooking, map-reading and map-making, orientation, knowledge of the constellations, construction of shelters of various kinds.

*First Aid*—In practice rather than in theory. Accidents can be staged, treatment can be given and subsequently discussed. Useful and amusing games can be invented, provided it is always kept in mind that gentleness and care are the essentials of first-aid, and that precipitancy is always wrong.

*Handicrafts*—Knots, lashings, splices, lanyards and belts made of string, gadget making for home or camp use, making useful or attractive articles out of scraps of waste material, besides regular handicrafts such as basket making or modelling. Wonderful things can be produced if Guide patrols are given boxes, raffia, plasticine, crepe paper, wallpaper, scraps of material or corks, and are told to make a Christmas present, a doll's house, a model of a camp.

*Signalling*—Transmitting messages from point to point. This requires concentration and accuracy and is great fun.

*Practice in Observation*—Of people (descriptions of appearances, alterations of clothing), and of things (varieties of Kim's game). In towns, bus routes, names of streets, situation of hospitals, churches, pillar boxes, fire alarms, car parks ; in the country, paths, crops, trees, etc.

*Other popular activities include :*

Work for the Handywoman badge, putting washers on taps, mending electric fuses, etc.

Work for the International Knowledge badge, and finding out something about Guides in other countries.

Impromptu acting, bringing in test work.

Debates and discussions on the Guide Law or questions of the day.

Inter-company and inter-patrol competitions and sports. Challenges between different patrols in some form of Guide achievement.



## BADGES

Some companies like working for badges, others do not care for them. Badges in themselves are not very important, but the list of proficiency badges opens up vistas to the mind, and through working for badges, girls are often led to find out what interests them, and in which direction their talents lie.

In many school companies there is little time for badge work, and the Guides are encouraged to take their proficiency badges in the holidays. In some schools Guides are allowed to go in for only a limited number of badges each term. The standard of badge tests should be kept high for school Guides, in proportion to the opportunities they enjoy for learning the subject; they should not be allowed to pass too easily or they will not value the badge.

## CAMPING

The pleasures and possibilities of camping are as great for school as for open companies. The greatest pleasure and value is obtained from a company camp. Before being allowed to run a camp, the Captain must have passed the test for a Camper's Licence. It is a good plan for a Captain to get into touch with the County Camp Adviser in the early days of running a company, as a good deal of time can be saved by knowing the proper procedure. Before a Guider has obtained her Licence, she may take her company to an approved group camp, or she may be able to persuade a Licensed Guider to run her camp for her.

Some Headmistresses allow the Guides to camp in the school grounds. Week-end camps in the garden or park can be an amusing preparation for real camping, and many schools make a practice of having one or more week-end camps during the summer term, either for the whole company or for each patrol in turn.

## OUTDOOR WORK

With regard to outdoor work a few typical extracts from company reports will show what is being done by schools:

"Whenever weather permits, weekly meetings are spent out of doors, occasional afternoon hikes are allowed for the whole company during the summer term, and practice-hikes for the first-class test are arranged for individuals on Saturday afternoon. The company camp is a regular event at the end of every summer term."

"In a town company, woodcraft has always been difficult owing to shortness of the meetings and the difficulty of getting to a suitable place. We have managed to do the hike for the first-class test, and

usually everyone goes for at least one hike in the year. We have a camp for a week each August."

"Outdoor Scouting games have always appealed most and made the Guides see the fun of Guiding. Camp has always been a great help in pulling the company together."

"In the summer term, outdoor hikes are held on the shore, in the winter each company has one or more hikes (dinner and tea) in the Guide Lodge."

"We have outdoor meetings which include treasure hunts, scavenging or observation tests. Girls in boarding-schools have little opportunity for exploring, and they appreciate being allowed to go out into the district, finding out information for themselves, or following clues which call for observation and which take them to less known places."

## BROWNIES

The same general considerations apply to Brownie packs as to Guide companies; on the whole there seem to be fewer difficulties connected with Brownies, and most school packs seem to function smoothly and happily.

Where a school pack is not satisfactory the cause and cure will very likely be indicated in *The Brownie Handbook* or in *Brown Magic*.

One of the faults to which school packs are liable is that of admitting too many children as Brownies; it is strongly urged that no pack should contain more than twenty-four children, and eighteen is an even better number.

Another weakness is due to the fact that in some schools all the children of a certain age or class attend the Brownie meetings. Only those who wish are enrolled, but it must be hard to maintain an enthusiastic pack when there are children present who are not interested in the meeting. Where the staff is small it may be difficult for the Headmistress to arrange for the amusement and supervision of the non-Brownies, but it might be suggested that these should be set to play in an adjoining room where the Brown Owl or Tawny Owl or an older girl can keep an eye on them.

At the present time many children are ready to become Guides before they have reached the age of eleven, or they may be working with children of Guide age and in boarding schools be living with girls older than themselves. Discretion is now granted to the Brown Owl to send Brownies up to the Guide company after the age of ten if she thinks they are ready for it. Even if there is no Guide company to receive them, it is best for children not to stay



on in the pack after they have ceased to feel the thrill of "make-believe" and the glamour of "Brown magic." For further information, see the *Brownie Handbook*.

#### SERVICE

Social service should have a place, but not an undue place, in the programme of a school company, so as to prepare the Guides when they grow up to help others less fortunate than themselves. The Guide Law and Promise provide an incentive towards service for others, and the Guide training enables the girls to render help efficiently. It is hoped that the majority of school Guides will eventually become Guiders, but there will always be some who feel more drawn towards helping in play-centres, missions, clubs, settlements and the like. If they do good work on such lines, their Guide training will not have been wasted.

A few more extracts will give some idea as to the "good turns" that can be done by school companies.

"Guiding should include good turns in which the whole company can join, but which will not cost the parents money. Our plan of adopting an unemployed family has been a great success. The Guides bring clothes which have been out-grown, dolls or toys, and send small presents to the children on their birthdays. All can contribute in kind, and last year each Guide knitted five squares which were joined together, making a warm blanket. Letters are much appreciated, and the family is visited by any of the Guides who go to London. This good turn has given the Guides pleasure and interest as well as an insight into conditions other than their own."

"We have adopted a Post Guide (a cripple) whom the Guides take out in her bath chair; they help her with her test work, lend her books, give her training in handicrafts, arrange her transport to church parades and rallies, and pay her expenses to the Annual Post Guide camp or holiday."

"The company takes an interest in a local orphanage company which is very poor. We have presented the company with Colours, books, signalling flags and uniforms."

"Our company helps Post Guide companies by illustrating and making up pages on woodcraft tests, competitions, etc., and charts suitable for Post Company Letters."

"Our company has adopted a blind company and another company in a hospital, we make apparatus to help them with their tests, such as Union Jacks made of different materials so that the

blind can feel velvet for St. George's Cross or silk for St. Andrew's. We made a knitted stuffed foot and leg so that the hospital Guides could learn how to bandage a sprained ankle when lying in bed."

"We lend our school grounds and buildings for rallies, hikes and camps."

#### THE GUIDE SPIRIT

Since we believe that Guiding can be an adjunct to schools in their training for citizenship, it is necessary to remember that neither knowledge, discipline, nor responsibility can create the company and train the ideal citizen. Each plays its part, but the Guide Spirit is the thing that alone really matters and which makes the company of value to the school. It is impossible to attempt to define the Guide Spirit here, but if the Guider can answer a few of the following questions to her own satisfaction, she need have no fear that her work is not worth while. A company working along these lines is surely playing the game according to the rules.

Does Guiding mean enjoyment, the opening up of unexplored channels, the opportunity to use eyes, ears, hands and intelligence in a hundred different ways?

Does Guiding give an opportunity for girls of all ages and in different forms to meet on terms of equality?

Are the Guiders and the Guides meeting as comrades and playing the game together?

Is there fun and adventure in the company?

Are the Guides cheerful when things go wrong and do they show resourcefulness and initiative in emergencies?

Is Guiding giving your company a desire to do good turns and is it making them more thoughtful and considerate?

Is Guiding in your company so attractive that your Guides or Rangers intend to become Guiders, and is this intention carried out?

The opportunity of Guiding lies in the difficulties of to-day. Our civilisation has gone off the right track because two great things of life—work and enjoyment—have become divorced from each other. People think of hard work as drudgery and of pleasure as frivolity. How to get the fun back into the work is the problem of the day. We think we have found the answer in Guiding, and that work and enjoyment can go hand in hand. No matter how hard the work it can be done with joy, no matter how strict the discipline fun can be got out of it—as can be seen at many a company meeting and many a camp.



## MAINLY FOR COMMISSIONERS

GUIDE COMPANIES in schools have a two-fold value. In the first place, they are a useful recruiting ground for future Guiders. In the second place, they bring Guiding within reach of girls who, because of time-table difficulties or because the school is a boarding school, would not otherwise be able to experience it. Lastly, they bring the girls into a world-wide fellowship in which they can play a greater part when school days are over.

For all these reasons it is essential that Guiding in schools shall be thoroughly alive and keen. Dull, boring and bad Guiding is not only detrimental to the development of individual children, but it dams at the source the stream of future leaders whom we hope to find amongst them. Commissioners, therefore, cannot afford to sit back and to trust that all is well with school companies. It is their present responsibility to ensure, by co-operation with the school authorities, that Guiding in the schools in their Counties, Divisions or Districts is run on sound lines. Once the Commissioner has proved, by her tact and her scrupulous regard for the traditions and requirements of the school that she understands the difficulties with which Guiding in school has to contend, she will find that Headmistresses appreciate her interest and are willing to listen to suggestions which she, by her more specialised knowledge of Guiding, may be able to make.

The welfare of school companies is the direct responsibility of the County Commissioner. Personal contact between school authorities and the County is much appreciated, but does not mean that the County Commissioner does not delegate a part of her responsibility to the Division or District Commissioners concerned. By their more intimate knowledge of local arrangements which affect both Guiding and schools, local Commissioners are able to establish a working contact not possible to the County Commissioner. They are able, for instance, to make, in the interests of a school company, adjustments to small local rules governing badge tests, and, where school authorities are willing for Guiders and Guides to join in trainings, rallies, camps, etc., to see to it that such co-operation is as easy as possible.

An informal visit (arranged to suit the convenience of the school) will give the Commissioner a general idea of the company.

A glimpse of the company programme, record and Court of Honour minute books will tell her more.

Is the company really run on the Patrol system?

Is ample time devoted to fire-lighting, hiking, signalling and other outdoor activities?

Do the Guides pass steadily on from Second to First Class, or is there a period of stagnation when they reap a harvest of badges, the seeds of which they have sown without much effort because of the advantages of a secondary education?

Are the Ranger and Cadet companies getting the more advanced training they need? Do they understand the value of the company council?

Is the Guider standing back enough to give them the experience they need in running their own affairs?

Are the Cadets getting enough practice in teaching, both in their own company and with Guides and Brownies?

Is the International side made alive to all the Branches, and are the older Guides, Rangers and Cadets preparing for intercourse with foreign Guides at home and abroad?

Are the Rangers getting a real insight into local public affairs? In the case of Sea and Air Rangers, is their training practical or merely theoretical and, if the latter, can any help be given them in getting a boat and the necessary experience at an aerodrome?

A talk with the Headmistress, or members of the staff, will give a valuable insight into the reputation of the company in the school, and it is important to find out what are the feelings of the rest of the girls towards the company. Is there a steady flow of recruits, or is there a feeling that Guiding is dull and that only the stuffy girls take an interest in it?

Should a company appear to be bored or inefficient, the Commissioner should discuss the situation at once with the Captain and Headmistress. Some small thing only may be wrong. Perhaps the Guider is stale; in that case, a visit to Foxlease—perhaps with the help of county or school funds—or attendance at local trainings, might help to give her fresh enthusiasm. On the other hand, it may be that the Headmistress herself does not understand what are the essentials for the successful running of a Guide company. The company may be forced to run on undemocratic lines, or kept too much indoors, or allowed insufficient freedom generally. In these circumstances, the Commissioner may be in a better position than the Guider to put the case for the company before the Headmistress.



Guiders of school and college companies are often isolated in their work. If there are two or three schools in a Division or District, a special session devoted to them at a local training may yield valuable results in an exchange of ideas and discussion of opportunities, and the Captain of a Cadet company should be given every facility for visiting different companies and packs so that she may be in close touch with the children with whom her Cadets have to work.

If there is something radically wrong with a company and there is no immediate prospect of improvement, it is wiser to discuss the position frankly with the Headmistress and to persuade her to close the company than to tolerate a condition which can only do harm. Similar considerations often apply when a good school company loses its Captain. A Headmistress may think that for the sake of the keen Guides she is bound to provide another Guider to carry on the company even if she is not as good as her predecessor. She does not always realise the harm which may be done by the wrong Guider, and it may be necessary to explain the reasons why it is better to suspend the company until the right person can be found. In a town day-school it has sometimes been found a good plan to close the school company and to distribute the keen Guides among the ordinary town companies, where they get a fresh atmosphere. A company closed one term is often enthusiastically revived a term or two later. (For a further note on the advisability of suspending companies, see p. 11).

#### A BREAK IN GUIDING

If a girl goes to school when she is very young, she may have as many as nine years of Guiding in school, and a break at some period is nearly always advisable. Headmistresses often feel that School Certificate year is the best time for such a break to be made, though there are some who value the recreational function of Guiding for the girl who is working for examinations. The Commissioner, while accepting the break as desirable, can do much to ensure that it is only a temporary one by seeing to it that there is a live Cadet or Ranger company for the girl to return to at a later stage.

#### APPOINTMENT OF GUIDERS

Guiders are nominated by the school authority, and receive their warrants from Headquarters when they have qualified in the usual way. By means of questions in the warrant paper the Com-

missioner should ascertain whether the Guider has a grasp of the principles laid down in *Scouting for Boys* and *Girl Guiding* and whether she has an appreciation of the outdoor side of the Movement, and of its International aspect. For the special qualifications needed in a Cadet Guider, see page 8.

#### BADGE TESTS

These are generally arranged in consultation with the Captain and the Headmistress. A school sometimes likes to arrange its own badge tests, but there are some badges for which outside judges are required, and the Commissioner should see that everything is done to enable school Guides to be examined with the least interference with the school arrangements.

#### SCHOOL ARRANGEMENTS

The Commissioner should always remember that Guiding is only a part of the life of the school and that school arrangements naturally take precedence over Guide ones. For instance, the company should not be expected to attend a rally, nor the Guiders a training, if they coincide with a school function.

It is often said by school authorities that they cannot allow their Guides to take part in outside activities for fear of infection. While it is interesting to note that many schools have for years allowed their companies to attend county rallies and other meetings and report that they have suffered no ill effects and have gained a great deal from meeting other Guides, the problem must be tackled by the Commissioner with a sympathetic understanding of the difficulties involved. The Headmistress may meet with stern criticism from parents should an epidemic, attributable to an outside contact made with her permission during term-time, break out in the school.

#### OUT-OF-DOOR ACTIVITIES

Commissioners should see that out-of-doors activities are not neglected in school companies, for Guiding cannot flourish without hiking, camping, stalking, tracking and all that is understood in Guiding by the term "woodcraft." (See page 13.)

The Commissioner and the Camp Adviser together can do a great deal to further camping in school companies by helping to find suitable sites and extra staff, and by considering the convenience of school Guiders when arranging camp trainings in the District.



The reasons why we attach so much importance to camping should be explained to the Headmistress.

If it is impossible for the school company to have a camp of its own, the Commissioner may be able to arrange for the keen girls to camp with some other company.

#### THE HEADMISTRESS AND THE COUNTY

It is of great value if a Headmistress can be persuaded to take an interest in Guiding in the county. She may not be able to be a Commissioner, but might be willing to become a Vice-President, or to join the Local Association. Her advice and experience will be very helpful, and she will have an opportunity of seeing at first hand the work that is being done in the county.

#### GIRLS LEAVING SCHOOL

Commissioners should make a point of getting into touch with girls who are shortly leaving school. Where there is no school company, a Commissioner may ask for permission either to visit the girls herself or to send someone else to speak to them during their last term. In this connection it is worth remembering that the International aspect of Guiding is one which appeals especially to girls of this age. They are interested also in the scope which Guiding offers for work amongst blind and crippled children, and for the use of individual talent. It should always be pointed out that special accomplishments can be of value to the Movement without involving the girl in becoming a Guider. For one thing, there are many girls who, after they have left school, embark on a further training or have other occupations which prevent them from undertaking regular work with a company. Such a girl may be willing to help with dramatic performances, country dance or "Keep Fit" classes; she may be ready to give her services in camp when a V.A.D. or life-saver is needed; she may be able to design posters for an entertainment or illustrations for a Lone Guide Letter. Links of this sort keep her in touch with the Movement and may perhaps lead to her taking up permanent work when she has time for it.

A Commissioner should always keep a careful watch for the arrival in her area of people likely to be useful. The return from school of the Ranger or Cadet should be noted, and though all such girls are asked to report themselves when ready for work, it is more encouraging if the welcome comes from the Commissioner. Every-

one likes to be wanted, and some people are diffident about offering help.

The Commissioner should remember that Cadets from college and boarding school companies, home for the holidays, very much appreciate an opportunity for obtaining the practical experience of pack and company work which it is not always possible for them to have in term-time.

The ex-school Guide or Cadet when she first begins to work in a company may need help in adjusting her outlook on Guiding. There is often a big difference between a school company and one in a village or town. She will find it necessary to look on Guiding from another point of view—the needs of the children are likely to be different; games possibly should be simpler; discipline may be maintained on a different basis; the team spirit may be less apparent; probably the finance of the company will need more careful consideration, and so on. Congenial companionship will also make a big difference to the new young Guider at this stage, and the Commissioner will be well repaid for any time or trouble she may take in seeing to it that she is happy in her work.

#### IN A GOOD SCHOOL COMPANY

*The Headmistress should find:*

- Increased happiness among a number of girls.
- The revelation of unsuspected talents.
- Development of character and power of leadership.
- A "Guide Spirit" which co-operates with and reinforces the "School spirit."

*Guide Headquarters should find:*

- A general increase of interest and sympathy for the Guide Movement.
- Leaders for the future.

*The Parents should find:*

- Increased commonsense, resourcefulness and friendliness.
- Helpfulness in the house, interest in housecraft.
- Wider interests.
- Increased cheerfulness and courtesy.

*The children should find:*

- Fun and adventure.
- Comradeship.



Enthralling hobbies.  
Unexpected fun in such things as cooking, housecraft and  
"good turns."  
Pleasure in helping other people.  
Outdoor interests.

IN A BAD SCHOOL COMPANY

*The Headmistress may find :*

Extra worries.  
Difficulty in fitting in the Guide occupations not justified by  
results.

*Guide Headquarters may find :*

Loss of sympathy for the Guide Movement among the school  
staff and the parents.  
Loss of potential leaders.

*The Parents may find :*

Lack of keenness.  
Slapdash methods, and the attitude that "anything will do."  
A wrongly-developed sense of service, making for priggishness.  
A bored attitude over Guiding.

*The Children may find :*

Disappointment in their ideal of Guiding.  
A thinly-disguised endeavour to "make us good."  
An extra "grind" not worth the trouble.

PUBLICATIONS

FOR GUIDERS AND GUIDES

Obtainable from Girl Guide Headquarters,  
17-19 Buckingham Palace Road, S.W.1.

*Scouting for Boys* by LORD BADEN-POWELL, Founder.  
The handbook of the Movement. The book all Guiders must read before  
obtaining a warrant, and all Guides before taking their 1st Class.  
*Be Prepared.* A handbook by A. M. MAYNARD, one of the pioneers of Guiding.  
*Guiding for the Guider.*  
Hints on company management and the tests. An invaluable book for Guiders.  
*The Patrol System* by ROLAND PHILLIPS.  
A most important booklet.  
*Cadet Guiders' Handbook.*  
*Health Handbook.*  
All Guiders should have this book to help them in instructing their Guides  
on how to keep healthy.  
*The Girl Guides Association's Book of First Aid.*  
This is a comprehensive handbook which covers all the requirements for  
those badges and parts of the tests dealing with service in emergencies.  
*Hints on the Tests and*  
*Hints on Girl Guide Badges.*  
These two books give the requirements for all Guide Tests and Proficiency  
Badges, with short sections of information on each.  
*Campcraft.*  
The official handbook on camping.  
*Hiking and Light-weight Camping* by A. M. MAYNARD.  
The personal views and experience of one who is a master of both arts.  
*How to be Healthy—and Wise.*  
The health handbook for Rangers.  
*The Brownie Handbook* by LORD BADEN-POWELL, Founder.  
The official handbook for Brownie Guiders.  
*Brown Magic* by V. RHYS DAVIDS.  
An excellent book for all who have to do with Brownies.  
*A.B.C. of Guiding* by A. M. MAYNARD.  
Helpful and amusing information on a variety of subjects.  
*The Story of the Girl Guides* by ROSE KERR.  
History of the Movement in Great Britain.  
*The Story of a Million Girls* by ROSE KERR.  
History of Guiding and Girl Scouting in all countries.  
*Policy, Organisation and Rules.*  
The official book which every Guider needs, containing instruction about  
uniform, tests, etc.



*Register of Commissioner.*

Reprinted each year and brought up to date from the annual census.

*Annual Report.*

Contains interesting accounts of the work in various branches throughout the year in the British Isles, Dominions and Colonies.

PAMPHLETS

*The New Guide Company.*

A helpful booklet for new Guiders.

*How to start a Guide Company.*

*Drill Up-to-Date.*

An abridged and adapted form of the Home Guard Drill Book and should be used by all Guiders.

*Colour Ceremonial for Girl Guides.*

Guide ceremonies with and without Colours.

*Signalling.*

Containing illustrations of correct signalling positions.

*International Friendship Companies.*

PERIODICALS

*The Guider.*

A monthly paper for Guiders and Cadets and Rangers. Annual subscription 5s. 0d. post free.

*The Guide.*

A weekly paper for Guides. Annual subscription 13s. 0d. post free.

*The Council Fire.*

A quarterly paper giving International news. Published by the World Bureau. Annual subscription 1s. 6d. post free.

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Further information about the work of the Girl Guides Association can be obtained from the local District or Division Commissioner, or from :

The General Secretary, The Girl Guides Association,  
17-19, Buckingham Palace Road, London, S.W.1.